ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001234	N.A.	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S):
Rice, Joseph P. and Plowman, Paul P.

5. TITLE OF DOCUMENT ABSTRACTED:
California Project Talent: Identification, Case Study

6. PUBLICATION TITLE:
N.A.

MICROFILM COPY AVAILABLE
YES [X] NO [ ]

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YES [ ] NO [X]

COPYRIGHT RELEASE FILED
YES [ ] NO [ ]

TYPE OF REPORT
PROPOSAL [ ]
IN-PROGRESS [ ]
FINAL [X]
FOLLOW-UP [ ]

OTHER ERIC REFERENCES:

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. California Project Talent
California State Dept. of Education
Sacramento, California

9. PUBLISHER OR SOURCE
Office of Education, Department of Health, Edu., and Welfare, Washington, DC

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	July 64	57

TELE. EXT.
INST/LOC CODE

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (6-12)
identification, bibliographies, sample forms, talented, teacher role, health record, parent role, teacher role, psychologist's role, interest/abilities, factor follow-up, evaluation, background information, skills, developmental goals, screening, nomination, case history, placement

California Project Talent

17. ABSTRACT (MAX. 250 WORDS)

The use of case studies can help the teacher to appreciate individual differences, to capitalize on interests and abilities, to appreciate and utilize exceptional skills, and to set up appropriate developmental goals for individual children.

An outline for the identification process includes screening (group devices), nomination (staff matches the child to selected criteria), examination and case history (questions on attitudes, motivation, and special skills), certification and placement (placing the pupil in an appropriate program pattern), periodic follow-up, and evaluation.

The structure of the case study is 1.) background information, 2.) health and medical record, 3.) screening and nomination form, 4.) parent inventory, 5.) psychologist's summary and evaluation.

Included are bibliographies, references, and sample forms to use for case studies.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

CALIFORNIA PROJECT TALENT

ED001234

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OFFICE OF EDUCATION

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IDENTIFICATION
CASE STUDY

JULY 1964

CALIFORNIA STATE DEPARTMENT OF EDUCATION • DIVISION OF INSTRUCTION
MAX RAFFERTY • SUPERINTENDENT OF PUBLIC INSTRUCTION • SACRAMENTO

Identification 1

*

CASE STUDY

CASE STUDY

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Publication of this material was supported through the Cooperative Research Program of the Office of Education, United States Department of Health Education and Welfare.

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FOREWORD

Since educators are concerned with meeting individual needs of students, an adequate case study should be an integral part of curriculum planning. The case study materials that have been developed for California Project Talent may be helpful in providing better understanding of children at all ability levels even though they were developed for assessment of students with high potential.

These comprehensive materials are offered as guidelines to districts wishing to improve educational practices. They may be used in their entirety or portions may be selected for use according to interests, policies, personnel, and programs of individual districts. They are adaptable to any kind of program organization.

Multiple purposes of case study development, of interest to administrators and teachers as well as to guidance personnel, are presented. Forms are included which can provide information on the total child; suggestions are made regarding their use. Additional references and recommendations are given. Innovation is encouraged.

PURPOSES OF THE CASE STUDY

What is the purpose of a "case study" in the educational setting? Why is it important for use with talented youngsters, whose success in school may be reasonably assured? Is not identification of potential enough? Should not a case-study approach be reserved for problem children? These may exemplify questions of busy educators and guidance personnel. But there is a rationale for the use of the case-study approach in connection with all methods of programming, including special counseling, individual placement, special classes, or enrichment. Although the particular plan which follows is part of a document concerned specifically with the academically talented, with innovations and adaptations it should be useful with youngsters of all ability levels. The development of these materials is predicated upon a belief in the essential unity of guidance practice and curriculum construction.

Teachers in classrooms do not deal with intellect alone. Simultaneous consideration must be devoted to physical, social, emotional, and attitudinal factors. Emphasis on the content of curriculum alone may neglect the attitudinal complexities involved in the process of learning. An understanding of individual differences must form the basis for day to day curriculum planning. Much of the time, however, teachers are forced to operate on hunches and subjective judgment. If we conceive of the teacher as an "hypothesis-maker" (Coladarci, 1959), then we must view the educational act as a test of these hypotheses.

If education is essentially a scientific, problem-solving process, then teachers require appropriate data. Operation on the basis of limited, inadequate or irrelevant data can result in the formulation of barren or sterile hypotheses about curriculum planning. This is when teaching is apt to become routine. Dull content coverage, which is unrelated to individual needs, may become commonplace.

An adequate case study can become the vehicle for providing relevant data which facilitates the teacher's task. Also, cues for counseling and curriculum planning will be more readily available. Greater efficiency in learning is possible if the teacher can more wisely relate content to the particular needs of the learner.

Work devoted to developing adequate case study forms and procedures may save time and effort in overall planning. Specifically, case study data can help the teacher to:

(1) appreciate individual differences,
(2) capitalize on interests and abilities,
(3) know what sensitive areas to avoid with particular youngsters,
(4) build upon past successes,
(5) provide continuity of experience,
(6) provide opportunities for eliminating deficiencies and gaps in learning and improve upon skills development,
(7) identify pressures with which youngsters must cope and suggest methods of overcoming these,
(8) identify productive areas in which creative processes may be best applied,
(9) appreciate and utilize exceptional skills,
(10) help teachers set up appropriate developmental goals for individual children, and

(11) provide greater cooperation and understanding between home and school.

If teachers have more usable data on children, it may promote attitudinal and behavioral changes on the part of teachers themselves. Changing attitudes of teachers, usually a major goal of inservice education, may be a significant variable in bringing about desired behavioral changes in children.

Active participation of educators and psychologists in the gathering of case study data can help develop a stronger research orientation.

SUGGESTED USE OF THE CASE STUDY

Some key questions to consider in relation to the development of case study data follow.

(1) How much of the data gathered is in a form which can be extracted for systematic research, for follow-up, for group comparisons, and testing hypotheses?
(2) To what extent are teachers involved in analysis and interpretation of data?
(3) How many of the instruments can be utilized in the classroom by the teachers?
(4) Are teachers encouraged to gather objective data to support or refute their own subjective judgment?
(5) Are teachers encouraged to experiment with ways of gathering desired data in the normal course of events, thereby minimizing the need for standardized testing?
(6) Can case study data be given sufficient status in districts to provide released time during the year for teachers to record, rate, plan, and evaluate pupil progress?
(7) Can all concerned with case study development be encouraged to use multiple sources of information?
(8) Can data be gathered which can be used for systematic and individual pupil programming?
(9) Is provision made for the development, validation and standardization of locally produced examinations, forms and questionnaires?

Crucial variables in the learning process have been assumed in the preparation of these case study materials. For example, it was taken for granted that the teacher's background and preparation included experiences in case study techniques and pupil appraisal. It is hoped that new instruments will be added as new measures are developed.

These forms attempt to provide educators with a method for case study collection which is: (1) comprehensive, (2) cumulative, and (3) continuous. It is based upon the assumption that adequate case studies of children can serve the following purposes:

(1) integrate guidance and curriculum,
(2) become a vital technique for inservice education of teachers,
(3) be a major tool of research in child development,
(4) become a catalyst and source of clues for individualizing children's curriculum experiences.

A minimum case study for the screening, identification, and follow-up of youngsters would include the following five sections:

Part I	Background Information Record of Contacts with Student and Parents
Part II	Health Record
Part III	Screening and Nomination Form
Part IV	Parent Inventory
Part VII	Teacher Summary

The teacher's summary of special provisions made for individuals, observed changes in pupils, and recommendations for curriculum planning is especially important in providing both continuity and wise decision-making in curriculum planning.

Particular portions or items can be selected for systematic research, follow-up and evaluation of pupil progress, according to the purposes of individual districts. Additions of all or portions of Parts V and VI to the case study would provide rich data for more complete understanding of children, provided districts have personnel with the time and desire to gather such information.

THE PROCESS OF IDENTIFICATION

Essentially, giftedness can be thought of as the potentiality for significantly superior performance in the areas of intellectual functioning. Giftedness may manifest itself in achievement, scholarliness, and ultimate professional attainment. With adequate preparation and inclination, giftedness may culminate in productivity. Hopefully, the interaction of cognitive superiority with accumulation of cultural knowledge, values and societal expectations will finally lead to self-actualization and personal fulfillment. The identification process should be planned, therefore, so as to gather data describing the full range of the individual's intellectual abilities, assess the individual's productive output, including some appraisal of his capability for innovation, and make some judgments concerning the individual's total personality functioning.

Identification must be a "process" rather than an "act." It is not static. Literally, it is never completed. Its development must be punctuated by frequent and periodic data gathering situations. As these new data feed back into the general case study of a pupil, modifications must be introduced into the pupil's program. Since the gifted pupil is, by definition, significantly deviant from the general population in some if not all intellectual categories, he must be supplied with an educational program uniquely designed to complement his intellectual differences. Such differences include both quantitative and qualitative characteristics. Typically, this human being can function faster and more accurately than others. This indicates the need for more quantity and diversity of materials. Also, he tends to think in ways qualitatively different from his peers. For example, whereas normal primary children typically employ trial and error methods, this child will already be applying various methodologies for problem solving. An approach to problem solving utilizing sophisticated scientific methodology, sampling techniques, various logistic approaches, and the use of mathematical logic would actually be more "practical" for his use even in the early grades. The process of identification becomes integral with the operation of program planning and curriculum construction by providing

the teacher with a survey of the pupil's intellectual capabilities and personality functioning.

PURPOSES FOR IDENTIFICATION AND CASE STUDY

Different agencies sometimes have disparate reasons for defining or delimiting a given category. The state must define mental giftedness rather rigidly for purposes of financial assistance. Local districts, on the other hand, will want to be flexible in defining this category. The all-encompassing purpose for identification of a select group will need to stem from a genuine desire to provide differentiated educational programs.

The practical purposes for establishing and conducting identification procedures would include the following:

(1) Certification

A committee, having been provided with operational criteria, will need to certify the fact that certain individuals conform to these criteria and are bona fide candidates.

(2) Placement

Identification must lead to placement of the individual into a new program pattern or sequence suited to his characteristics. Such placement must be justified by the nature of the case history gathered and the prognosis made.

(3) Anticipation of Problems

During the identification, an attempt should be made to anticipate potential difficulties. Of particular importance is the study of the child's social and cultural milieu. For example, do his parents plan realistically for his future? Do his parents or his siblings misunderstand, envy, or in any way disparage his capabilities? Would his placement in a different program place him in an untenable position with his friends?

(4) Prognosis for Success

It is desirable that the individual be considered for placement in feasible programs such as (a) advanced placement of some sort, (b) special grouping or segregation, (c) special counseling or instruction outside of the regular school day, or (d) enriched activities in the regular classroom. Variables which mitigate against special grouping or advanced placement would need to be specified.

(5) Systematic Follow-up and Evaluation

Basic to the case study is the collection of data on a systematic and periodic basis in order to provide feedback for program modification and evaluation of pupil progress.

OUTLINE FOR THE IDENTIFICATION PROCESS

Ideally, the identification process should begin in kindergarten and continue the entire school career. A breaking point in this process occurs at the time of certification. Prior to certification, the identification process tends to be historical. Data are collected concerning the individual's development and a thorough assessment is made of his various potentialities with particular focus upon his mental abilities. Subsequent to certification, the identification process becomes more or less synonymous with the accumulation and use of a case study. The main categories within the case study have, of course, already been described by the kinds of case history and psychometric variables collected.

The first time a pupil is considered for possible certification and program placement, the following steps might be followed:

(1) SCREENING. A battery of group devices might be used to determine whether or not a given group of individuals scored in a significantly deviant fashion. Candidates who do not so score can be easily eliminated from further consideration on an efficient and logical basis. The test battery might include a short-form test of mental maturity, a language skills test, and an arithmetic skills test.

(2) NOMINATION. Subsequent to the screening procedure, a list of possible nominees becomes available. From this list of potential nominees, principals, teachers, and others may attempt to match candidates with appropriate selection criteria provided by their school district and based upon the education philosophy of the district. Nomination forms can be designed to include definitions and criteria for selection. In a sense, nomination forms become identification instruments of sorts because they call upon persons who nominate to supply valid criteria to justify their nominations.

(3) EXAMINATION AND CASE HISTORY. A qualified person such as a school psychologist should assess the intellectual abilities, personality functioning, past achievement, social and emotional adjustment patterns, developmental history, and specimens of productivity of the nominee. A case study form can be designed for this purpose and include questions pertaining to the pupil's attitudes, motivation, special skills, talents, interests, future plans, social maturity, educational background, health and development, home and family relationships, and other significant data. Such a case study can be designed in terms of the kinds of questions we will want to answer about this student's potentiality for inclusion in various program patterns. For example, certain of the areas mentioned, such as attitudes, motivation, and social maturity, may be more significant when advanced placement is considered as a program possibility.

(4) CERTIFICATION AND PLACEMENT. A committee of professional educators, including teachers, trained psychologists, and administrators, should study all of the data collected with a view toward placing pupils in appropriate program patterns. Case conferences with the parents should acquaint them with the data collected and garner their viewpoints as important factors in placement. Placement decisions must be subjected

to constant revision in light of new data. Pupils themselves should play a key role in the placement procedure. If for any reason a pupil does not wish to participate in a given program, his wishes should be respected.

(5) PERIODIC FOLLOW-UP. Periodically the entire case study record should be reassessed in light of new evidence. Mental ability and achievement test results, general aptitude results, indications of vocational interests, academic records of performance, anecdotal notes by teachers, discipline record, opinions and attitude changes of parents, and periodic self-evaluation and appraisal by the student himself are all factors which are considered in the reassessment of a pupil's suitability for certain programs or his need for certain counseling or instructional experiences.

(6) EVALUATION. Evaluation of two sorts needs to occur for ultimate program success. In the first place, each pupil needs to be evaluated on a yearly basis with reference to his increment of academic growth, interest in the special program, and general development in areas other than achievement. A second type of evaluation would ascertain general increments of academic growth. These need to be measured and, preferably, compared with those gains recorded for similar or matched groups. Also, the institution needs to weigh such intangible factors as general faculty morale, public acceptance of the program, general cultural contribution of the program and usefulness and adaptability of techniques and materials for general curriculum development.

THE STRUCTURE OF THE CASE STUDY

California Project Talent has intended this case study to be intensive as well as extensive in terms of the data collected. Survey instruments were developed to "appraise the total child from multiple perspectives in a variety of situations." The case study is designed to collect the following kinds of information:

(1) BACKGROUND INFORMATION. This information would include historical and developmental data.

(2) HEALTH AND MEDICAL RECORD. This would include typical health data including measurements and indications of serious problems, illnesses, or the like.

(3) SCREENING AND NOMINATION FORM. This form is intended to collect from the classroom teacher working in cooperation with the school psychologist the bulk of the background information necessary to make decisions concerning certification and placement of the pupil. The usual test data, cumulative record data, and anecdotal notes from teachers are collected. In addition, a series of specially designed items which lend themselves to multiple choice decisions have been developed to appraise the pupil's intellectual functioning, his interest areas, his performance in terms of actual classroom output, his physical development, his social development, his emotional development, and other potential problem areas.

(4) PARENT INVENTORY. The parent supplies the school with a description of such factors as occupational background, description of the family unit, indications of superior performance in the home, family activities, vocational and other expectancies on the part of parents for their child, the child's typical extracurricular activities, and suggestions for meeting the child's special needs. An inventory similar to that checked by the teacher is administered to the parent. Interesting comparisons of the way in which parents and teachers view the same child can be made. Contradictions would need to be reconciled of course.

(5) PSYCHOLOGIST'S SUMMARY AND EVALUATION. The professional worker organizing the study of the child needs to develop an effective summary and recommendations. He would interpret the data, including a self-appraisal by the pupil.

CONFIDENTIALITY AND ETHICS

Concerning identification, the Gifted Child Committee of the California Association of School Psychologists and Psychometrists has stated:

> "The psychologist has a responsibility to guard against repeated application of group tests directed toward the qualification of as many children as possible. A line must be drawn between legitimate evaluation and re-evaluation on the one hand, and exploitation on the other. Planning for a gifted child must be based upon accurate information regarding exceptional educational needs insofar as possible. In some instances, the psychologist should discourage as well as encourage placement of mentally gifted minors in specific programs.
>
> "Administration of the entire individual test should be the rule in identification, whenever individual tests are used. The complete test protocol should be available for future consideration and evaluation." *

Professional workers should restrict their contributions of data to the limitations of their background and competencies. In general, school psychologists or other qualified pupil personnel workers should collect, synthesize, and analyze case study data. While teachers contribute information and utilize recommendations, they must be cautious when probing into areas such as personality assessment.

* Gifted Child Committee of the California Association of School Psychologists and Psychometrists, The School Psychologists and the Education of Gifted Children. California State Department of Education, Division of Instruction, September, 1962.

SUMMARY

Initially, a mentally gifted minor should be identified on the basis of all available data. Evidence of giftedness should be gathered from the school, the home, and the pupil. The final certification should be based upon an assessment of the case study record and the child himself "by a committee consisting of the school principal, a classroom teacher who is familiar with the school work of the pupil, a school psychologist or other pupil personnel worker who is fully qualified to administer and interpret tests of mental ability, and any other person or persons designated by the district employee responsible for making the identification."*

The certification committee should view differential program possibilities such as advanced placement, special grouping or program enrichment. Data which indicates the child's performance and value of the program should be collected and reviewed on a regular basis.

*Article 23, Section 199.11 of Subchapter 1 of Chapter 1 of Title V of the California Administrative Code.

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Part I

BACKGROUND INFORMATION

(Please record with ball-point pen)

Date _____

Confidential Information

Pupil's Name _____ Sex: M F Birth Date _____

Father's Name _____ Mother's Name _____

Address _____ Phone _____

SUMMARY OF SCHOOL EXPERIENCE:

School	Location	Dates	Grades	Age

PARENTS:

	Father	Mother
Educational Background		
Occupation		
Special Interests and Aptitudes		

DESCRIPTION OF FAMILY UNIT:

Marital status, deaths, other adults in home, etc.	Date

SIBLINGS IN HOME:

Name	Age	Sex	Academic Potential	Date

Record of Contacts with Student and Parents

Pupil's Name _____

Date	Type of Contact*	Initiated by	Purpose and Summary

*Code: P - phone; L - letter; I - interview; C - conference

Part II

HEALTH RECORD

(Please record with ball-point pen)

Pupil's Name _____

DATA RELEVANT TO PHYSICAL DEVELOPMENT (nutrition, description of body build, appearance, posture, handedness, etc.):

Grade		Entry by	Date

ENERGY LEVEL:

Grade	Low 1	Moderate 2	3	4	High 5	Rated by	Date

CURRENT PROBLEMS OR HANDICAPS (speech, hearing, vision, etc.):

Grade	Description	Entry by	Date

CURRENT PROBLEMS OR HANDICAPS (continued)

HISTORY OF ILLNESSES OR PROBLEMS:

Age	Description	Entry by	Date

HEALTH TESTS AND MEASUREMENTS:

Grade	Age	Height	Weight	Teeth	Hearing	Vision	Entry by	Date

RESULTS OF MEDICAL EXAMINATIONS:

Grade	Results	Entry by	Date

Part III

SCREENING AND NOMINATION FORM

(Please record with ball-point pen)

Pupil's Name _____ Teacher _____

Birth Date _____ School _____

Grade _____ Date _____

Test Data

Academic Achievement Tests			
Name	Results	Grade	Date

Group Ability Tests			
Name	Results	Grade	Date

Individual Intelligence Tests			
Name	Results	Grade	Date

Other Tests or Examinations			
Name	Results	Grade	Date

Intellectual Functioning

Disregarding test results, would you rank this pupil in the upper five percent of his class in academic performance? In your opinion, is this child "mentally gifted?" Is classroom performance consistent with results of standardized tests?

Upper five percent?		"Mentally gifted?" (by State Criteria)		Performance consistent with tests?	
Yes	No	Yes	No	Yes	No

Check the column which best describes the child's intellectual functioning. These items include a range of possible characteristics or objectives. A child is not expected to be high on all of them.

		Little 1	2	Moderate 3	4	Much 5
(1) Knowledge and Skills. Possesses a comfortable knowledge of basic skills and factual information.						
(2) Concentration. Has ability to concentrate; is not easily distracted.						
(3) Enjoyment of School. Enjoys academic pursuits and assignments; likes school.						
(4) Persistence. Has the ability and desire to follow through on work; concerned with completion; able to see a problem through.	In own interests					
	In assigned tasks					
(5) Responsiveness. Is easily motivated; responsive to adult suggestions and questions.						
(6) Intellectual Curiosity. Pursues interests primarily to understand or satisfy curiosity; questions the common, ordinary, or the unusual; wants to know how and why; generates questions of his own (in connection with personal interests or group concerns).						
(7) Challenge. Enjoys the challenge of difficult problems, assignments, issues, materials.						
(8) Perceptiveness. Is alert, perceptive, and observant beyond his years; aware of many stimuli.						
(9) Verbal Facility. Shows marked facility with language; uses many words easily and accurately.						

	Little 1	2	Moderate 3	4	Much 5
(10) Fluency of Ideas. Produces a large number of ideas or products, often very quickly.					
(11) Flexibility. Is able to approach ideas and problems from a number of perspectives; adaptable; able to find alternate ways of solving problems.					
(12) Sensitivity to Problems. Perceives and is aware of problems that others may not see; is ready to question or change existing situations and suggest improvements.					
(13) Originality. Often uses original methods of solving problems, is able to combine ideas and materials in a number of ways, or creates products of unusual character or quality.					
(14) Imagination. Can freely respond to stimuli with the production of mental images; may "play" with ideas or produce remote, fanciful associations or insights.					
(15) Reasoning. Is logical, often generalizes or applies understanding in new situations, expands concepts into broader relationships, or sees parts in relation to the whole.					
(16) Scientific Method. Can define problems, formulate hypotheses, test ideas, and arrive at valid conclusions.					
(17) Independence in Thought. Inclined to follow his own organization and ideas rather than the structuring of others.					
(18) Independence in Action. Able to plan and organize activities, direct action, and evaluate results.					
(19) Independence in Work Habits. Requires a minimum of adult direction and attention; possesses research skills to facilitate independent work.					
(20) Elaboration. Concerned with detail and complexity; often involved with a variety of implications and consequences.					
(21) Aesthetic Appreciation. Enjoys and is responsive to beauty in the arts or nature.					

(22) Describe any unpredictable behavior, such as wandering away from seat without apparent purpose, which interferes with study.

(23) Describe any unusual preoccupations such as "daydreaming" or "flights into fantasy" which lessen the pupil's learning efficiency.

(24) Describe any learning characteristics which seem outstanding or would especially facilitate this child's progress in a challenging educational program.

(23) Describe any learning difficulties the child might have in particular areas which could hinder progress in such a program.

(26) Describe any examples of the child's creative productivity.

The following list of subjects and activities is to be checked for (1) the child's apparent interest, judged by your observations of classroom behavior; (2) performance, judged either by grades or quality of products or actions; and (3) the grade level at which the child seems capable of functioning.

	Interest					Performance					Capability
	Little		Moderate		Much	Low		Aver.		High	Grade Level
	1	2	3	4	5	1	2	3	4	5	
Art											
Construction or Manipulation											

	Interest					Performance					Capability
	Little		Moderate		Much	Low		Aver.		High	Grade Level
	1	2	3	4	5	1	2	3	4	5	
Dramatic Expression											
Handwriting											
Oral Expression											
Spelling											
Reading											
Written Expression											
Foreign Language											
Mathematics											
Music											
Physical Activities											
Science											
Social Studies											

Physical Development

	Little		Moderate		Much
	1	2	3	4	5
(27) Physical Expression. Indicates that physical activities are a comfortable, enjoyable area for self-expression.					
(28) Physical Ability. Co-ordination, timing, agility, and ability to satisfactorily participate in organized games.					
(29) Energy Level. Has available resources of pep and vigor for carrying on most activities					
(30) Physical Appearance. Appears neat, well-groomed; has appropriate clothes for age and group.					

(31) Check the spaces which best describe the child's physical build and posture as compared with the rest of the class.

Physical build:

Small stature _____

Medium build _____

More physically developed than most _____

Posture:

Good _____

Average _____

Poor _____

(32) Describe any important aspect of the pupil's health or physical development which might affect participation in a challenging educational program.

Social Development

Check the column which best describes this child's social development.

		Little 1	2	Moderate 3	4	Much 5
(33) Popularity. Others seem to enjoy and want to be with this child; frequently seen interacting with others in a social friendly manner.	With same sex					
	With opp. sex					
(34) Acceptance of others. Relates to others with genuine interest and concern; enjoys others; seeks them out; shows warmth.						
(35) Status. Assumes public roles and leadership positions or enjoys considerable status in peer group.						
(36) Social Maturity. Able and willing to work with others, can "give and take," is sensitive to the needs and feelings of others, shows consideration, observes rules of social conduct.						
(37) Sense of Humor. Ability to laugh at himself; gets enjoyment and pleasure from lighter moments in school day, laughs easily and comfortably						
(38) Sense of Well-being. Seems self-confident, happy, and comfortable in most situations.						
(39) Rapport with Teacher. Two-way communication which seems to bring enjoyment to both child and teacher; relatively open, relaxed, and personal relationship.						

(40) Describe any characteristic of social behavior which you feel could interfere with this child's educational progress.

(41) Comment upon the child's apparent capabilities for forming friendships and identifying with groups such as scouts, church or club.

Emotional Development

Check the column which best describes this child's emotional development. Please note that a high score may not be desirable on all of the items which follow.

		Little 1	2	Moderate 3	4	Much 5
(42) Emotional Stability. Is able to cope with normal frustrations of living; adjusts to change with minimum of difficulty.						
(43) Emotional Control. Expresses and displays emotions appropriately; emotional outbursts rarely occur.						
(44) Openness to Experience. Appears to be receptive to new tasks or experiences; seems able to take reasonable risks; can respond naturally to unusual or unexpected stimuli.						
(45) Enthusiasm. Enters into most activities with eagerness and wholehearted participation; maintains enthusiasm for duration of activity.						
(46) Self-Acceptance. Seems to understand and accept self; able to view self in terms of both limitations and abilities.						
(47) Independence. Behavior usually is dictated by his own set of values; is concerned with the freedom to express ideas and feelings.						
(48) Conformity. Behavior is influenced by expectancies and desires of others.	Influence of adults					
	Influence of peers					

	Little 1	2	Moderate 3	4	Much 5
(49) Anxiety over Achievement. Seems anxious about achievement; worried or concerned about school work, or the impression any performance makes on others.					
(50) Competitiveness. Has high standards for performance, usually desiring to do as well or better than peers.					
(51) Dominance. Asserts self with influence in a group situation.					
(52) Aggressiveness. Acts with apparent intent to hurt others.					

(53) Describe any emotional immaturity or other personality characteristic which could hinder this child's development.

Teacher Recommendation

After this careful consideration of the child's intellectual, physical, social, and emotional development, do you think he or she could profit from participation in _____?

Yes _____ No _____

Do you recommend that the child be placed in _____?

Yes _____ No _____

What reasoning have you used in making this decision? _____

_____

_____

_____

_____

In view of this case study record, check which type(s) of program(s) would be most appropriate for this pupil:

1. Enrichment in regular classes _____
2. Courses by mail or special tutoring _____
3. Advanced classes (acceleration) _____
4. Attend college classes _____
5. Special counseling or instruction outside of regular classes _____
6. Special classes organized for gifted pupils _____

What specific suggestions can you make for curriculum experiences and relationships which will meet this individual child's needs?

_____

_____

_____

_____

Signature _____

Date _____

Part IV

PARENT INVENTORY

(Please record with ball-point pen)

Pupil's Name _____ Date _____

School _____ Grade _____

Birth Date _____

(1) Summary of Child's School Experience:

Location	Dates	Grades	Age

(2) Parental Background:

	Father	Mother
Educational Level Completed		
Occupation		
Special Interests and Aptitudes		

(3) Description of Family Unit (marital status, step-parents, other adults in home, etc.)

(4) Significant Conditions or Stresses which Might Influence School Performance:

(5) Describe early indications of superior ability (speech, interests, physical development):

(6) Check the activities in which your family engages:

	Little	Moderate	Much
Trips			
Concerts			
Museums			
Art Galleries			
Plays			
Picnics			
Movies			
Visiting			
Lectures			
Camping			
Fishing			
Hunting			
Boating			
Swimming			
Other sports ( )			
Other activities ( )			

(7) Describe any problems your child has had (speech, emotional, hearing): _____

_____

_____

_____

(8) Describe any important aspect of the pupil's health or physical development which might affect participation in a challenging educational program (serious illnesses or handicaps). _____

_____

_____

_____

(9) What special talents or skills do you feel your child has? _____

_____

_____

_____

(10) What examples can you give of your child's creative productivity? _____

_____

_____

_____

(11) What are your child's vocational aspirations? _____

_____

_____

(12) What are your educational and vocational expectancies for your child? _____

_____

_____

(13) Child's reading interests (favorite books, type of book): _____

_____

_____

(14) Reading materials available for child's use (such as encyclopedias, magazines, etc.):

_____

_____

_____

(15) Amount of child's reading per week (estimate): _____

_____

(16) What special lessons, training, or learning opportunities does your child have outside of school? _____

_____

_____

(17) Child's hobbies and special interests (collections, dancing, making models, swimming, singing, painting, cooking, sewing, drama, etc.): _____

_____

_____

(18) Discuss your child's attitude toward school (activities enjoyed or disliked, enthusiasms, criticisms, relations to adults, etc.): _____

(19) What kinds of development do you feel are most important for your child? _____

(20) What suggestions can you give for meeting your child's needs in school?

Check the following items from 1 (little) to 5 (much) as best describes your child as you see him or her.

		Little 1	2	Moderate 3	4	Much 5
(21) Enjoyment of School. Enjoys academic pursuits and assignments; likes school.						
(22) Persistence. Ability and desire to follow through on work; concern with completion; ability to see a problem through.	In own interests					
	In assigned tasks					
(23) Intellectual Curiosity. Pursues interests primarily to understand or satisfy curiosity; questions the common, ordinary, or the unusual; wants to know how and why; generates questions of his own (in connection with personal interests or group concerns).						
(24) Perceptiveness. Is alert, perceptive, and observant beyond his years; aware of many stimuli.						
(25) Fluency. Produces a large number of ideas or products, often very quickly.						

	Little 1	2	Moderate 3	4	Much 5
(26) Flexibility. Able to approach ideas and problems from a number of perspectives; adaptable; able to find alternate ways of solving problems.					
(27) Sensitivity to Problems. Perceives and is aware of problems and inconsistencies that others may not see; is ready to question or change existing situations and suggest improvements.					
(28) Originality. Often uses original methods of solving problems, is able to combine ideas and materials in a number of ways, or creates products of unusual character or quality					
(29) Imagination. Can freely respond to stimuli with the production of mental images; may "play" with ideas or produce remote, fanciful associations or insights.					
(30) Elaboration. Concerned with detail and complexity; often involved with a variety of implications and consequences.					
(31) Aesthetic Appreciation. Enjoys and is responsive to beauty in the arts or nature.					
(32) Independence in Thought. Inclined to follow his own organization and ideas rather than the structuring of others.					
(33) Independence in Action. Aole to plan and organize activities, direct action, and evaluate results.					
(34) Physical Expression. Indicates that physical activities are a comfortable, enjoyable area for self-expression.					
(35) Physical Ability. Coordination, timing, agility, and ability to satisfactorily participate in organized games.					
(36) Energy Level. has available resources of pep and vigor for carrying on most activities.					
(37) Popularity. Others seem to enjoy and want to be with this child; frequently seen interacting with others in a social friendly manner.					
(38) Acceptance of Others. Relates to others with genuine interest and concern; enjoys others, seeks them out, shows warmth					
(39) Social Maturity. Able and willing to work with others, can "give and take," is sensitive to the needs and feelings of others, shows consideration, observes rules of social conduct.					

	Little 1	2	Moderate 3	4	Much 5
(40) Sense of Humor. Ability to laugh at himself (if necessary); gets enjoyment and pleasure from lighter moments in school day; laughs easily and comfortably.					
(41) Happy Qualities. Seems self-confident, happy, and comfortable in most situations, usually has a cheerful, pleased, or satisfied look on his face; does not seem to worry too much.					
(42) Emotional Stability. Is able to cope with normal frustrations of living; adjusts to change with minimum of difficulty.					
(43) Emotional Control. Expresses and displays emotions.					
(44) Enthusiasm. Appears enthusiastic about life; enters into most activities with eagerness and whole-hearted participation.					
(45) Self-Acceptance. Seems to understand and accept self; able to view self in terms of both limitations and abilities.					
(46) Independence. Behavior usually is dictated by his own set of values; is concerned with the freedom to express ideas and feelings.					
(47) Dominance. Asserts self with influence in group situations.					
(48) Aggressiveness. Frequently acts with apparent intent to hurt others.					

Name _____

Relationship to Child _____

Parental Permission

If, after consideration of your child in relation to recommendations made for his or her educational experiences you are in agreement with the proposal that your child participate in the _____ program, please sign below.

Signature _____ Date _____

Reasons for granting permission: _____

_____

_____

_____

_____

Part V

ADDITIONAL RESOURCES AND INSTRUMENTS

Case study development need not be limited to the materials included in this document. There are many sources of information about additional instruments which might be used in the classroom. The few references which follow are particularly relevant to the rationale which is presented with these materials. They also provide specific descriptions and explanations of data gathering devices. They should be helpful in both inservice education of teachers and data gathering:

Anastasi, Anne, Psychological Testing, New York: The Macmillan Company, 1961. This volume covers the field of psychological testing; it includes an analysis of the problems involved in measurement, critical analysis of all kinds of tests (including those generally used only by trained psychologists), and perspective on encouraging and needed trends in the development of measuring instruments.

Cunningham, Ruth, Understanding Group Behavior of Boys and Girls, New York: Teachers College, Columbia University, 1951. A pioneering study in the use of measuring instruments in the classroom, this book describes a variety of approaches to studying group interaction patterns and the individual's relationship to the group. Among the many techniques included are detailed descriptions of the following: sociograms, social distance scale, social analysis of the classroom (who's who or social reputation form), children's writing, observations and anecdotal records. Ways of relating curriculum experiences to individuals' needs and involving parents as co-researchers are also covered.

Martinson, Ruth A. and Harry Smallenburg, Guidance in Elementary School, Englewood Cliffs, New Jersey: Prentice Hall, Inc , 1958. The unity of guidance and curriculum is made clear in this book. Specific explanations and samples of the following instruments and techniques are included: anecdotal records, children's work, interviews, medical examinations, questionnaires for children and parents, measures of social relations (social distance scale, completion forms for children's reputations in the group), biographical data, rating scales and check lists, reaction forms, role playing, testing, school records, parent relations. It outlines an effective, planned guidance program at the elementary level.

Sears, Pauline S. and Vivian S. Sherman, In Pursuit of Self Esteem, Belmont: Wadsworth Publishing Company, Inc., In press, Spring, 1964. This is a volume of case studies of eight elementary age children who were part of a larger study undertaken to determine the effect of classroom conditions on the strength of achievement motive and work output. It includes a description of the research, the instruments used in gathering data, and the children's actual scores on objective tests. The case studies are a synthesis of both objective and subjective data: they show the changes which occurred in these youngsters over the two-year period of the fifth and sixth grades as they interacted with two different teachers, the classroom groups, and the curriculum experiences they were provided. These cases clearly show how knowledge of the total child, gathered from multiple sources over a period of time, could make a significant difference in educational planning, in wisely relating curriculum experiences to individual learners. Specific instruments used were: teacher ratings, peer nominations, social distance scale, attitude toward school subjects and activities scale, achievement and

"intelligence" tests, divergent thinking tests, value rankings, time sampling of classroom behavior, interest inventory, self concept inventory, Alexander Adult Child Pictures, Thermatic Apperception Test, Rozenweig Picture Frustration Test. Additional sources of information included parent conference reports and questionnaires, report cards, children's writings, classroom observations, child and teacher interviews, periodic teacher dictations of impressions of children, ratings of classroom reports, sentence completions, and open-ended problem stories.

Taba,Hilda, With Perspective on Human Relations, Washington, D. C.: American Council on Education, 1955.

Taba, Hilda, et al, Diagnosing Human Relations Needs, Washington, D. C.: American Council on Education, 1951. These two books describe ways of understanding young people's social-emotional needs and of providing appropriate curriculum experiences for them.

SOME EXPERIMENTAL APPROACHES

There are several significant trends in education: increasing awareness that intellectual ability is multidimensional and modifiable; greater emphasis on expanding the concept of giftedness beyond verbal and quantitative ability; the use of theoretical models in curriculum development and evaluation. New methods of measuring (1) achievement, (2) varied cognitive abilities, and (3) creative performance will be needed to supplement achievement measures currently in use.

Much pioneering and careful validation will be needed as educational practices move into these relatively unexplored areas. Although caution in the use of new instructional assessment procedures is appropriate, experimentation and testing are needed. Reliability and/or validity considerations may need to be resolved before advocating widespread use of new tests or new methods.

Current concern for "creativity" has stimulated interest in tests of divergent thinking. The psychologist may be tempted to consider these tests as predictors of creativity or for identification of an inborn "creative" talent. It should be noted, however, that there is much more to creative productivity than the ability to give uncommon responses to an unusual stimulus. There also is evidence that divergent thinking skills can be developed. Complexities involved in the realm of creativity are made clear in the following volume:

> Parnes, Sidney S. and Harold F. Harding, A Source Book for Creative Thinking, New York: Charles Scribner's Sons, 1962. This is recommended reading because it includes points of view of careful students of the field as well as descriptions of many different measuring instruments.

The development of so-called "creativity" tests is still in the research stage; little is known about what they measure in different populations or content areas and at varying ability and age levels. Some background in the area is desirable, particularly in evaluating over-simplifications regarding what creativity tests measure. It is reasonably safe to conclude that they do indicate a freedom to respond in an unusual way; they can be used as diagnostic devices for developing cognitive characteristics of fluency, flexibility, originality, etc., as well as for determining which youngsters might need to develop greater confidence in the worth of their own ideas or to increase freedom of expression. They can become one basis for grouping. In addition, they can be a valuable supplement to teacher ratings on such characteristics. For instance, the case study screening and nomination form includes ratings of many characteristics (emotional as well as intellectual) believed associated with creative ability. Tests of divergent thinking can be used as evidence

to support ratings for some of these dimensions. They also can be used as one means of evaluating development of individual students.

The difficulty of scoring tests which, by their very nature, require uniqueness, must be kept in mind. They do require some specialized knowledge to score. Scoring keys based on frequency distributions are apt to be limited to the particular population which generate these responses. Cultural and geographical variations will influence the applicability of both categories for flexibility and degree of originality. There must be concern for quality of response, as well as infrequency of occurrence. Yet such tests can show the range of individual variation within a particular group or school, thereby adding to the knowledge of children.

Programs for the mentally able must include the widest possible range of intellectual functioning. Two important conceptualizations which broaden the scope of such behaviors are given in:

Guilford, J. P., "Three Faces of Intellect," American Psychologist, 8 (1959), pp. 469-480.

Bloom, B. S., Taxonomy of Educational Objectives, New York: David McKay Company, Inc., 1956.

There are many other useful constructs, i. e., the scientific method, inductive-deductive reasoning, reflective thinking (Dewey), stages in creative thinking (Wallas), inquiry skills (Suchman), discovery approach, etc. These may lend themselves more easily to some content areas or activities than to others; there has been insufficient application of these theoretical formulations in practical situations. A useful reference which describes some of these in relation to curriculum planning is:

Gallagher, James J., Teaching the Gifted Child, Boston: Allyn and Bacon, Inc., 1964.

The following rating scales are examples of the kind of idea implementation needed in public education. These are reprints of forms that were adapted from the Guilford and Bloom conceptualizations by Dr. Marcella Bonsall, Director of Research and Guidance, for use in Los Angeles County.

Los Angeles County Superintendent of Schools
Division of Research and Guidance
PROGRAMS FOR THE GIFTED

INTELLECTUAL PROCESSES RATING SCALE *

Experimental Draft

Name_____ Birthdate_____ Grade_____

Teacher_____ District_____ Date_____

Please rate each and every statement by putting an X in the appropriate square after each statement. The squares are numbered 1 to 5 and represent the degree to which you have noticed the described intellectual process. The bases for making a judgment are given below:

1. You have not noticed this process.
2. You have noticed this process to a slight degree.
3. You have noticed this process to a considerable degree.
4. You have noticed this process to a large degree.
5. You have noticed this process to a very large degree.

INTELLECTUAL PROCESSES

	RATING SCALE				
	1	2	3	4	5
Cognition: The process of discovery, rediscovery, recognition, comprehension, understanding.					
Memory: The retention of information in any form accumulated through in-school and out-of-school experiences.					
Convergent Production: The production of information from given information where the emphasis is upon achieving conventionally accepted or best outcomes.					
Divergent Production: The production of information from given information where the emphasis is upon a variety of ideas from the same source.					
Evaluation: To reach decisions or make judgments concerning the goodness (correctness, suitability, adequacy, desirability) of information in terms of criteria of identity consistency and goal satisfaction.					
Subtotals (one for each X in each column)					

Totals of all columns: .....

* Adapted by Marcella Bonsall from: Guilford, J.P., and Merrifield, P.R." The Structure of Intellect Model: Its Uses and Implications', Reports from the Psychological Laboratory, No. 24. Los Angeles: University of Southern California, April, 1960

#31466 MRB/hrs 5-15-63.

Office of Los Angeles County Superintendent of Schools
Division of Research and Guidance

Experimental Draft

PROGRAMS FOR GIFTED

DEVELOPMENT OF INTELLECTUAL ABILITIES AND SKILLS[1]
RATING SCALE

Name _____ Birthdate _____ Grade _____

Teacher _____ District _____ Date _____

Please rate each and every statement by putting an X in the appropriate square after each statement. The squares are numbered 1 to 5 and represent the degree to which you have noticed the described intellectual ability and skill. The bases for making a judgment are given below:

1. You have not noticed this intellectual ability and skill.
2. You have noticed this intellectual ability and skill to a slight degree.
3. You have noticed this intellectual ability and skill to a considerable degree.
4. You have noticed this intellectual ability and skill to a large degree.
5. You have noticed this intellectual ability and skill to a very large degree.

INTELLECTUAL ABILITIES AND SKILLS

RATING SCALE

1	2	3	4	5

KNOWLEDGE is to find in a task or problem the appropriate signals, cues, and clues which will bring out stored knowledge.

Knowledge of Specifics: To recall specific and isolable bits of information (very low level of abstraction).

Knowledge of Terminology: To know the referents, most appropriate to a given use of specific verbal and non-verbal symbols.

Knowledge of Specific Facts: To know dates, events, places, etc., with precision or approximation.

Knowledge of Ways and Means of Dealing with Specifics: To be aware of organizing, studying, judging, criticizing patterns of organization.

[1]Adapted by Marcella Bonsall from: Bloom, Benjamin S., Editor, Taxonomy of Educational Objectives, pp. 186-192. Test - Item Folio No. 1, Questions and Problems in Science, Section III Appendices. Princeton, New Jersey: Educational Testing Service, 1956.

INTELLECTUAL ABILITIES AND SKILLS (continued)

	RATING SCALE				
	1	2	3	4	5
Knowledge of Conventions: To be conscious of the characteristic way of treating and presenting ideas and phenomena.					
Knowledge of Trends and Sequences: To know the processes, directions, and movements of phenomena with respect to time.					
Knowledge of Classifications and Categories: To know of the fundamental classes, sets, divisions, and arrangements of a purpose, a problem, etc.					
Knowledge of Criteria: To be aware of the criteria by which facts, principles, opinions, and conduct are tested or judged					
Knowledge of Methodology: To be aware of the methods of inquiry, techniques, and procedures employed in investigating phenomena.					
Knowledge of the Universals and Abstractions in a Field: To know the major ideas, schemes and patterns by which phenomena and ideas are organized. (Highest form of abstraction and complexity)					
Knowledge of Principles and Generalizations: To recognize the abstractions which are of value in explaining, describing, predicting, or determining the most relevant action or direction to be taken.					
Knowledge of Theories and Structures: To know the body of principles and generalizations together with their interrelations which present a clear, rounded and systematic view of a complex field. (most abstract formulations)					

COMPREHENSION is to know what is being communicated and to use the idea even though not seeing the fullest implications.

TRANSLATION: To paraphrase, to render, to alter the form of the original communication with accuracy				

INTELLECTUAL ABILITIES AND SKILLS (continued)

RATING SCALE

1	2	3	4	5

INTERPRETATION: To explain or summarize the communication by reorganization or rearrangement.

EXTRAPOLATIONS: To extend the given data to determine implications, consequences, corollaries, effects, etc., in accordance with the original communication.

ANALYSIS is to break down a communication into its elements or parts to clarify the hierarchy or the relation of ideas.

ANALYSIS OF ELEMENTS: To distinguish between facts and hypotheses and to recognize unstated assumptions.

ANALYSIS OF RELATIONSHIPS: To recognize the connections and interactions between elements and parts of a communication.

ANALYSIS OF ORGANIZATIONAL PRINCIPLES: To recognize the form, pattern, and structure, both explicit and implicit, which makes the communication a unit.

SYNTHESIS is to put together elements and parts into a whole pattern or structure not clearly there before.

PRODUCTION OF A UNIQUE COMMUNICATION: To communicate ideas, feelings, and experiences of others.

PRODUCTION OF A PLAN OR PROPOSED SET OF OPERATIONS: To develop a plan of work, or a proposal of a plan of operations, that satisfies the requirements of the task.

DERIVATION OF A SET OF ABSTRACT RELATIONS: To develop a set of abstract relations either to classify or explain phenomena, or to deduce propositions or relations from a set of basic propositions or symbolic representatives.

INTELLECTUAL ABILITIES AND SKILLS (continued)

EVALUATION is to judge the value of purposes, ideas, methods, etc., involving criteria as well as standards of appraisal.

JUDGMENTS IN TERMS OF INTERNAL EVIDENCE: To evaluate the accuracy of a communication by the logical relationships evident in it.

JUDGMENTS IN TERMS OF EXTERNAL CRITERIA: To evaluate the material with reference to selected or remembered criteria.

	RATING SCALE				
	1	2	3	4	5

Subtotals (one for each X in each column) . . . . .

Total of All Columns . . . . . _____

Knowledge	Comprehension	Analysis	Synthesis	Evaluation	TOTAL

(Application ratings are omitted because most of what is learned is intended for application to some problem in some situation. Also, application is dependent upon how well a student carries over into situations never faced in school, therefore, it is difficult to evaluate.)

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MRB:vo
2/19/63

Part VI

TEACHER AND PUPIL RATING SCALES

Teacher Rating

(Please record with ball-point pen)

Pupil _____ Rated by _____

Grade _____ Date _____

Motivational Characteristics

Check the following items according to what best describes your observation of the child's motivation and satisfaction.

	Little		Moderate		Much
	1	2	3	4	5
Seeks to gain status socially					
Seeks to gain status academically					
Seeks to gain status athletically					
Seeks to gain affection from peers					
Seeks to gain affection from adults					
Finds satisfaction via peer relationships					
Finds satisfaction via adult relationships					
Finds satisfaction via popularity					
Finds satisfaction via being a good athlete					
Finds satisfaction via following own interests					
Finds satisfaction via being a good student					

Check the following activities according to your observations of the child's (1) enjoyment and (2) freedom of expression.

	Enjoyment					Freedom of Expression				
	Little		Moderate		Much	Little		Moderate		Much
	1	2	3	4	5	1	2	3	4	5
Writing										
Music										
Art										
Speaking										
Dance or physical activities										
Drama										
Construction or manipulation										
Other										

Pupil Inventory

The following instrument may be used either as a checklist for interviewing students or as an inventory to be completed by the students themselves.

If used as an interview checklist, the person doing the interviewing can structure the questions and simply fill in the responses as the student discusses various areas. The interview should be informal, and care should be taken that the student responds with his or her own feelings, rather than with that which is considered to be expected. Leading questions on the part of the interviewer can communicate such expectations. The order of items might be changed to suit the trend of the interview.

If used as an inventory, the student may be instructed to write his own responses in the spaces at the right. Item order might be adapted to the particular group being studied. Note that items 4, 7, and 10 have been made into separate pupil rating scales (Preferences for Working Conditions, Subject Areas and Activities). If those two pupil ratings are used, these three items should be omitted from this inventory in order to avoid duplication. They are included here should only an interview be used.

Pupil Inventory

Pupil's Name _____

Date _____

1. Feelings about being in special educational program	
2. Areas and skills which are easiest in school	
3. Areas and skills which are hardest in school	
4. Things enjoyed most	
5. Things not enjoyed (areas disliked or in which change is desired	
6. Areas or activities in which greatest progress is felt	
7. Preference for working conditions (alone, with others, long periods, where, etc.)	
8. Sports and games (what activities, evaluation of progress, with whom)	
In school	
Out of school	
9. Use of free time (activities, with whom)	
At school	
At home	

10. Areas in which "creative" products and freedom of expression are especially enjoyed (writing, music, art, speaking, dance-physical, drama, construction-manipulative, etc.)	
11. Hobbies and favorite recreation	
12. Lessons out of school - special opportunities	
13. Television habits	
Types of programs preferred	
Frequency of viewing	
14. Reading habits	
Kinds of materials preferred	
Amount of time spent	
15. Special responsibilities or jobs out of school	
16. Clubs and organizations (special friends who belong, activity leadership role, offices held or desired, etc.)	
17. Activities in which family participates as a group	
18. Possible vocational choices	
19. Educational ambitions	
20. Possible goals for the year	
21. Problems encountered	

Pupil Rating

Name _____ School _____

Date _____ Grade _____

Subject Areas and Activities

Check (1) the column which best describes the amount of interest you have in the following subjects or activities and (2) the level at which you feel you perform in each (judged either by grades or quality of products).

	Interest						Performance				
	Little		Moderate		Much		Low		Average		High
	1	2	3	4	5		1	2	3	4	5
Art											
Construction or Manipulation (making things with hands)											
Dramatic Expression (being in plays, acting)											
Language Arts: Handwriting											
Language Arts: Oral Expression (speaking)											
Language Arts: Spelling											
Language Arts: Reading											
Language Arts: Written Expression (stories, poems, compositions)											
Foreign Language											
Mathematics											
Music											
Physical Activities (sports, dance)											
Science											
Social Studies											

Check the following items for (1) the amount of enjoyment you feel with each activity and (2) how free you feel about expressing yourself in each one.

		Enjoyment						Freedom of Expression				
		Little		Moderate		Much		Little		Moderate		Much
		1	2	3	4	5		1	2	3	4	5
Writing												
Music	Singing											
	Instrument											
Art												
Speaking												
Dance or Physical Activities												
Drama (acting, being in plays)												
Construction or Manipulation (making things with hands)												
Other Activities You Enjoy												

Name _____ School _____

Date _____ Grade _____

Preferences for Working Conditions

Check the following items to indicate your preferences for working conditions. Give the reasons why you checked the columns as you did.

	Little 1	2	Moderate 3	4	Much 5	Reasons
Alone						
With friends						
In small groups						
In large groups						
Long work periods						
Short work periods						
At home						
At library						
At school						

My Ideal Classroom

If you had your choice and could set up an ideal classroom, what would it be like? (Include how it would be organized, the way people would behave, kinds of materials and equipment available, ideal teacher, special activities, etc.)

Name _____ School _____

Date _____ Grade _____

Value Rankings

One of the ways in which people differ is that they may have different values. The things people feel are important in life are their values. What do you value most? And why?

Rank the following sections in order of their importance to you: (1) first choice, (2) second choice, etc. Try to give reasons for your highest choices (what benefits you may receive, what you particularly enjoy, etc.). Remember that there are no right or wrong answers. Order them as you really feel, not just as you think others might expect you to respond.

	Rank:	Reasons:
(1)		
Being a good athlete	_____	
Being a good student	_____	
Being popular	_____	
Being one who understands and accepts other people	_____	
(2)		
Having others know you are very sociable and know how to get along with people	_____	
Showing others how intelligent you are	_____	
Having others know you are especially understanding and have deep feelings	_____	
Having others know you are outstanding in some physical ability	_____	
(3)		
Being warm and understanding	_____	
Having above-average intelligence	_____	
Being attractive or good-looking (build, features, etc.)	_____	
Being easy to get along with	_____	
(4) How would you like most to be remembered after you leave school?		
As a good student	_____	
As an outstanding athlete	_____	
As a school leader	_____	
As a kind, understanding person	_____	

	Rank:	Reasons:
(5)		
Doing what adults expect	_____	
Deciding for yourself what you will do	_____	
Getting approval from adults for what you do	_____	
Deciding for yourself how well you have done things	_____	
Getting approval from your friends in what you do	_____	
(6)		
Enjoying working with mechanical or scientific things	_____	
Enjoying abstract or mathematical problems	_____	
Enjoying nature (stars, rocks, etc.)	_____	
Enjoying living things (insects, butterflies, animals, pets, etc.)	_____	
Enjoying "losing yourself" in a good book or in imagination	_____	
Enjoying being with your family	_____	
Enjoying studying about people (what they are like and why they are the way they are)	_____	

(7) If you could have a <u>real</u> friend of <u>ideal</u> qualities and values, what would this person be like?

What age would this person be? _____

Would this person be male or female? _____

Who would this person be most like that you now know? _____

What would be the most important qualities this person would have? (List these in <u>order of importance</u>.)

Children's Writings

Children's own words can be a rich source of information about their self-concepts, values, desires, and goals. In addition, their writing can provide insight into the kinds of problems children face.

Guidance-oriented writing assignments, spaced throughout the year, can provide a firsthand account of the growth and development of youngsters. An outline follows of six assignments of this type, with appropriate instructions and a time schedule for the teacher. Emphasis might be placed in all of these assignments on (1) the need for teachers to understand their students better, and (2) the fact that the writing constitutes a communication with the teacher and will not be placed on display in the classroom. However, to complete the two-way communication, the teacher might respond in writing or by means of a follow-up conference. These papers should not be graded.

Group content analyses can be made by categorizing and tabulating the various kinds of responses. Summaries of this type are valuable in class discussions and can help students project their own thoughts and attitudes against those of their peers. Individual responses should be kept anonymous.

Copies made of children's writing may become a significant part of the case study. A color code may be used for underlining significant information. For example, red might indicate references to self-concept and blue might be used for values, etc. A key should be included with these materials to facilitate interpretation.

(1) Goals for the School Year (Start of School Year)

Suggested instructions:

"We have had our vacations and we are starting a new school year. Every once in awhile, people ought to give some serious thought to the future. This is a good time to ask ourselves, 'What do we want to accomplish in the coming year? What would we like most to have happen this year?' Explain your thinking or desires as clearly and completely as you can. Make your title My Goals for the School Year or think of an original title to express this topic."

(2) Autobiography (Early Fall)

Suggested instructions:

"If teachers understand their students, they can do a better job of teaching. I would like to know more about each one of you. You need lots of experience with writing. People generally can write with ease about things that are important to them. I have an assignment which can help both of us.

If you write an autobiography, it will give you experience with writing and it will help me get better acquainted with each one of you. Since you are an 'expert' on yourself, this should be an easy assignment.

I would like you to include the following kinds of information, plus anything else you feel would be important or interesting, anything which you feel might have had an important influence on your life:

1. Your position in the family
2. Events of importance in your early life
3. Early childhood experiences you remember most vividly
4. School history
5. Kind of person you are now
6. Things you enjoy most and things you do not enjoy
7. Kind of person you would like to become
8. What you would like most to do in life

(Either place above list on board or duplicate as an assignment sheet)

I suggest you make an outline before you begin. You might list sub-points under each of the eight main topics. These could be reminders for paragraphs. You may include conversation, descriptions of important places, persons, or objects, and exciting incidents. Make it as complete and interesting as you possibly can."

(3) Three Wishes (Late Fall)

Suggested instructions:

"If you had three wishes and a choice of anything in the world, what would you want most? Describe each of these in a separate paragraph in the order of choice. Your title will be Three Wishes."

(This can be done in one period. Try to eliminate all communication. Do not give examples which they might copy. Although Christmas is coming, try to encourage them to consider things other than gifts they might receive at Christmas.)

(4) Problems of People My Age (Winter)

Suggested instructions:

"Teachers sometimes need help in understanding their students better. Being older, adults have grown up in a different time and under different conditions. They probably had to face slightly different problems as they grew older. What kinds of problems do people your age have to face today? What are the most difficult problems which must be met? What kinds of help do you feel people your age need most? Write a paper on Problems of People My Age. You may include any problems which you have experienced."

(5) How I Have Changed Since Last Summer (Early Spring)

Suggested instructions:

"Change is one of the things we will see all through life. . .change in the world around us, in the people we know, and in ourselves. I can see many changes in each of you since the start of the school year. What changes do you see in yourselves? Write on the topic How I Have Changed Since Last Summer. This may include any kind of change. . .in looks, physical ability, feelings, attitudes, problems you meet, ways of thinking, habits, etc. It does not have to be a big, dramatic change; change usually occurs gradually. Try to think of all the things about yourself which you feel are somewhat different from what they were last summer."

(6) The Past School Year (End of School Year)

Suggested instructions:

"The school year is almost behind us. Just as it is important to look ahead to the future, so it is valuable to stop to look back occasionally and ask, 'What progress have I made? What have I accomplished? What have I not done that I had hoped to do? What has made me the happiest? What do I value most about this year of my life?' Make this more thoughtful than any writing you have done so far. It may give you some clues as to what you would like to concentrate upon next year. Your title may be The Past School Year or it may be something original which conveys this idea."

Anecdotal Records

A file of anecdotal record cards, kept in chronological order, can provide valuable data for determining behavior change over time in a variety of situations and through the eyes of multiple observers.

The following is a sample of a handy card for use in making such observations:

Name _____ Teacher _____

School _____ Date _____ Time _____

Recorded by _____

Activity _____

Description of Behavior:

A set of such cards, alphabetized by students' names or arranged to coincide with seating arrangements, can be used for an entire class during an observation period. If the teacher has ample cards easily available she can make brief notes during a class period and complete the description when she has more time.

Be specific about events in describing a child's behavior. Avoid making value judgments such as "He was naughty", "He was good", or "He refused to mind the teacher". If possible, an event should be described as "He knocked Mary's books to the floor","He picked Mary's books up for her", or "He talked to Jim during study period when instructions had been given to work independently".

Observations should be made to show the child's interactions in many situations. Contrasting and comparing such data can provide valuable insights into characteristic behavior patterns and more accurate hypothesizing about personality structure.

Since people tend to perceive somewhat selectively, it is wise to have anecdotal records made by as many adults in the school environment as possible. Guidance personnel, curriculum consultants, principal, nurse, secretary, teachers in specialized areas, as well as the classroom teacher, are all resources for collecting observations of children's actual behavior.

It would be helpful in setting up goals and programs for individual children or appraising their development to have such records typed periodically in chronological order and filed with other case study data. Categories such as the following might be established:

Behavior with adults
Behavior when alone
Behavior with large groups of children
Behavior with small groups of children
Behavior with special friends
Classroom Behavior

Playground behavior
Behavior in different subject areas
Unusual achievements in a variety of areas
Accounts of particular learning difficulties or problems
Evidence of outstanding learning characteristics
Evidence of special interests
Areas avoided
Use of free time
Significant comments

The simplest way to analyze anecdotal records probably would be to develop a color code for desired categories. Underlining key descriptions would facilitate interpretation.

Part VII

TEACHER SUMMARY

(Please record with ball-point pen)

Pupil's Name _____

What SPECIAL PROVISIONS have been made to meet this pupil's INDIVIDUAL NEEDS (enrichment, individual project, acceleration, special class, counseling, etc.)?

Grade	Entry by	Date

What CHANGES have you seen in this PUPIL since the start of the year (attitudinal, behavioral, appearance, functioning)?

Grade	Entry by	Date

What RECOMMENDATIONS can you make for CURRICULUM PLANNING designed to meet this pupil's INDIVIDUAL NEEDS?

Grade	Entry by	Date